DOCUMENT RESUME

ED 235 106 SO 015 040

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TITLE Classic and Romantic in Irish Curriculum Development.
SPONS AGENCY Department of Education, Dublin (Ireland).
PUB DATE Apr 83
NOTE 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-14, 1983). Research also supported by the Irish Association for Curriculum Development
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Freedom; *Centralization; Community Schools; Comparative Education; *Curriculum Development; *Decentralization; Educational Research; Educational Trends; Foreign Countries; Models; Secondary Education; Tables (Data); Vocational Schools
IDENTIFIERS *Ireland

ABSTRACT

Recent trends in curriculum development in Irish post-primary schools are traced according to two models: the classic-centrist and the romantic-decentralist. The classic model, initiated by agencies external to the school, views curriculum development as a science and focuses on accountability and competency-based teaching and testing. The romantic model, also referred to as school-based curriculum development, stresses the sharing of power and authority by a wide range of individuals, with greater interaction among teachers, parents, pupils, curriculum researchers, and inspectors. A survey of 505 post-primary school principals conducted in 1982 in the Republic of Ireland measured the impact of various classic curriculum projects and the use of the romantic model. Among the courses for which the Government Department of Education stressed a need, the applied Leaving Certificate courses (technical drawing, accounting, mechanics) have been most widely implemented. Pre-employment courses for returning students unable to gain employment are not provided in a majority of comprehensive and vocational schools. More than a dozen other projects have made only the slightest impact on schools. The data also suggest that comprehensive and community schools employ a significant amount of school-based curriculum development, while less than half of the secondary and one-third of vocational school have undertaken such work. (KC)

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CLASSIC AND ROMANTIC IN IRISH CURRICULUM DEVELOPMENT

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Paper to be read at the Annual Conference of the American Educational Research Association, Curriculum Studies Division, Montreal, Canada, April 11-14th, 1983

The author acknowledges the support of the Irish Association for Curriculum Development and the Irish Government Department of Education for support in mounting this enquiry. Dr Tony Crooks, Curriculum Development Unit, Trinity College Dublin and Dr John Harris, Headmaster, Newpark Comprehensive School, Dublin and Special Advisor to the Minister for Education, contributed toward the planning and design of the study. The substantive remarks contained in the paper are those of the author and do not reflect Government education policy or official policy of the Irish Association for Curriculum Development.

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Classic And Romantic In Irish Curriculum Development

"In particular I would urge that the Irish school system of the future should give freedom-freedom to the individual school, freedom to the individual teacher, freedom as far as may be to the individual pupil".

Padraig H. Pearse, 1916
Irish revolutionary, poet and schoolmaster.

When W.B. Yeats sought in his epic poem 'Easter 1916' to commemorate the leaders and personalities of the Irish Rising whom he knew, he characterised Pearse solely in terms of his poetry and of St. Enda's, the school he founded:

This man had kept a school
And rode our winged horse.

Pearse was an extraordinary Celt and romantic. In his essay 'The Murder Machine', he argued the case for a core curriculum based upon the arts and sciences: a classic and romantic curriculum if you will. In advocating his three freedoms for education, Pearse, who was Ireland's most notable educationalist among the founding fathers of the independent Irish nation in 1916 was advancing the case for school-based curriculum development. No astute observer of contemporary Irish curriculum could claim that what in fact has evolved bears the slightest resemblance to Pearse's model.

At this stage in the development of the curriculum in Ireland the major task of any researcher is to indicate that he is asking productive questions. For to use Jerome Bruner's phrase, we are all 'seekers' rather than 'knowers' and we shall only be productive if we seek to ask the right questions. In this paper I shall be concerned with three questions, though not only three alone:

(1) What curriculum developments have taken place in Ireland in recent years at central, regional or local levels?

(2) What conceptions of curriculum might best explain these developments: Classic or Romantic?

(3) What variables might best predict involvement in school-based curriculum development?

This study is concerned with second-level education for children in the age range 12-17, and the findings are based upon a survey of all (N=815) post-primary school principals in the Republic.

By way of prolegomenon it may be said that education in Ireland is centralised with decision-making in the hands of the Government Department of Education based on Dublin. This model, which I shall term 'Classic-Centrist' is characterised by a centrally dominated curriculum of some sixty separate subjects at junior and senior cycles, in which syllabus creation, educational resources, examinations and policy directives are manipulated by a central bureaucracy. It should also be noted that the Irish system is denominational by and large and state-aided. The task of the post primary schools, of which there are four different types:Secondary, (Religious managed) Comprehensive and Community and Vocational, is to interpret and implement policy directives flowing from the centre. In such a model the teacher is merely a functionary, or, 'ghost in the machine'. Skilbeck (1972) reminds us that we should not overlook the strengths of this model which include: clear goal setting, clear role definition, equitable distribution of resources, impartial and external assessment and, system wide evaluation. However, this model is under increasing attack throughout the Western world. There is growing support within Ireland for an alternative model, which I shall classify as "Romantic-Decentralist'. In this model the teacher enjoys greater freedom and autonomy. Power and authority are decentralised and shared by a wider range of individuals with a stake in the education system. The model is further characterised by a good deal of interaction between these various participants including teachers, parents, pupils, curriculum researchers, inspectors, etc. Skilbeck (1972) has referrred to this model as 'rational-interactive' and best for school-based curriculum development to take place. Note that one is not talking about 'teacher-based curriculum development' here, but that the school community is the natural setting for curriculum development to take place in. This school community will bring together these various individuals for the purpose of the overall design and implementation of curriculum.

Classic And Romantic In Curriculum

Several writers (Pirsig, 1974; Jenkins, 1972) have argued the notion of classic and romantic modes of understanding. I would like to employ this metaphor and

apply it to the curriculum in Ireland. The classic mode is reliant upon science. It has to do with reason, laws, control, prediction and the measurement of variables. My former colleague, David Jenkins, has wittily suggested that the classic curriculum deals in standards, structure and performance (Jenkins, 1972) as opposed to intution and creativity, which are more characteristically romantic concerns. David's classification is interesting:

Classic		Romantic
Standards	Vs.	Expression
Structure	Vs.	Style
Unity	Vs.	Diversity
Excellence	Vs.	Excellences
Rationality	Vs.	Experiences
Culture	Vs.	Sub-cultures

To this list I would wish to add:

Classic		Romantic
Control	Vs.	Freedom
Specialist	Vs.	Generalist
Deductive	Vs.	Intuitive
Quantitative	Vs.	Qualitative

By Classic & Romantic I understand two things. The first thing about the metaphor is that it strikes me as having a good deal to say about the style of curriculum project team operations, and secondly, it may also refer to the substantive content of curriculum viz. subject and nature of knowledge

The classic style of curriculum project team traditionally embraced notions of central team control. It was a managerial model of curriculum change and dissemination. The central project team was assembled, did some pilot research work, produced trial materials, disseminated these and then disbanded. The project was managed closely by a Management and Steering Committee under the rubric of a R,D, and D approach to changing curriculum. Regarding the content aspect of the metaphor, it suggests a concern for science, technology, and quantitative enquiry. It is a 'hard' discipline rather than 'soft'.

The romantic style of curriculum project is more in keeping with Skilbeck's (1976; 1980) model of school-based curriculum development, and with Stenhouse's (1975) concept of the teacher as an action-researcher and self-appointed evaluator. Elliott (1978) describes this style of school-situated research

and the work of Adelman and Elliott (1975) has done a great deal for the 'action-research' model through the Ford Teaching Project. The school, rather than the university or curriculum development unit become the setting for change. Participants in the romantic model celebrate values of creativity, intuitive teaching, hypothesis testing of hunches, and freedom to plan and evaluate their work. Regarding content, it refers more to the Arts than to the Sciences, seeking a resting place in the Humanities, Languages, Literature-Drama, Aesthetic Education, etc. Curriculum development is seen as 'artistic' (Eisner, 1980) rather than 'scientific' and evaluation is more concerned with uncovering the qualities of the programme and the development of 'connoisseurship' and 'criticism' (Eisner, 1976). In Pirsig's account of the metaphor (Pirsig, 1974) contained in Zen and the Art of Motorcycle Maintenance, the motorcycle is put up as a model for the classic mode of understanding. Pirsig notes that 'although motorcycle riding is romantic, motorcycle maintenance is classic'. It has to do with systems maintenance and control over the machine. By extension, I would suggest that democratic decentralised curriculum development is romantic and externally imposed curriculum change is classic.

How in fact do schoolmen see this? Many who have been involved with first generation curriculum projects in Ireland (designed and implemented by the Department of Education or the several regional curriculum units at Dublin and Shannon) complain of the 'surface ugliness' of the classic style. They do not feel comfortable with research data, measurement of student outcomes; external curriculum developers prowling around schools with their project 'gift horse' mentality; the cost-efficient programme rationale; unemotional stance. Soulless and removed from the coalface of the classroom. Precise, grey, and controlled. To the romantic it appears weighty and repressive. Difficult in terms of project ideology. Deadly.

To the classic individual the romantic is the personification of negative values. Projects which are school-based and action-research oriented seem irrational, subjective, carelessly conceived, and non-scientific. Extraneous variables are not controlled. Spurious results. The content areas look airy-fairy; feminine, ad-hoc, irrelevant to the economy. And so we have this massive split.

I have been arguing that there are essentially two paths to curriculum change-

the teacher grown or 'grassroots' model based upon school-based curriculum development: the romatic path, where teachers are valued for their ability to create and innovate, and secondly, the path where change comes from the external setting-'centre periphery' style of change. This second model, is typical of the changes that have taken place through the Department of Education and the Regional Curriculum Units in Ireland since 1970. It is 'classic-centrist'.

In the remainder of this paper I wish to employ the analytical and empirical tools of the classic-scientific mode to dissect Irish curriculum. I shall first use these tools to analyse classic developments and secondly, romantic developments. By way of a prelude to this activity I think it best to first comment about the general enquiry-its background and the procedures used, and so, I must hand over to Science.

Background To the Enquiry

This paper is based in part on data collected in the first national survey of curriculum development in Ireland. There is a paucity of base line data which could inform schoolmen and policy makers about the status of the curriculum. Outside of recent work by Hannon, (1983) I can think of no other study which has studied, in an empirical manner, the curriculum provision in Irish post-primary schools on a national scale.

The study was initiated by a request from the Irish Association for Curriculum Development to discover what was happening in schools. Given that data were emerging from island neighbours (Sutherland, 1981) on the impact and take-up of curriculum project materials in Northern Irish primary and post-primary schools, and in the U.K., (Steadman, 1981) where surveys of teachers attempted to shed light on the impact and take-up of Schools Council Projects, it was felt appropriate to conduct a similar enquiry in the Republic of Ireland.

The Irish survey was conducted among all school principals at second level and had five aims: to gather data on recent curriculum developments; to survey desired changes, to report on the constraints that schools face in curriculum development work, to examine particular organisational features of schools and to collect relevant background and demographic information. Only the first and last aims will be discussed in this paper.

II
METHOD

Subjects

The respondents consisted of 505 principals of post-primary schools in the Republic of Ireland. The achieved and target population are set out in Table 1 below

Table 1 Target and Achieved Population

School Type	Target Population	Achieved Pop.	Per cent
Secondary	524	318	60%
Comprehensive	14	12	84%
Community	35	32	91%
Vocational	242	143	59%
Total	815	505	62%

The achieved population was 62% of respondents from the universe population of second level principals.

Procedures

The survey was conducted by means of a postal questionnaire in the Spring term, 1982. In advance of data collection considerable time was devoted to discussing curriculum issues with school principals and others; piloting a questionnaire instrument; and discussing and interviewing those concerned with curriculum development.

Research Instrument

The instrument was in five parts containing some eleven independent and one hundred and thirty-eight dependent variables. The instrument was first posted in February, 1982 with reminders sent to non-respondents in March and May, 1982.

Mode of Analysis

Four separate analyses of the data were conducted; first, simple frequency

distributions among variables were noted. Secondly, crosstabulations were run between selected variables. Thirdly, correlational anayses were performed in order to determine the strength of association between the criterion variable, 'school-based curriculum development' and a number of antecedent, situational and background variables. Finally, multivariate analysis using the SPSS step-wise multiple regression procedure was used to predict school-based curriculum development from a selected group of variables identified through the correlation analysis.

Classic Mode In Irish Curriculum Development

In May, 1963 The Irish Minister for Education, Dr Patrick Hillery, delivered his reformist speech on education (Hillery, 1963) which was to become the blue-print for utterly changing the face of post-primary education. Hillery, in keeping with western trends, advocated the introduction of comprehensive schools which would offer a wide range of technical, scientific and academic subjects to all children, but particularly in rural Ireland, in an attempt to close the massive gap which had developed between Secondary and Vocational type schools. The remarks in his speech closely followed suggestions of European colleagues who were advocating greater equality of educational opportunity. Hillery also realised that Ireland was not producing near enough technicians, engineers and scientists and sought to rectify this glaring deficiency.

Since 1970, the Department of Education has attempted to introduce curriculum changes in four areas: Pre-Employment Courses (1977); Applied Leaving Certificate Programmes (1970); Formal 'centre-periphery' type curriculum projects; and certain modules in Computer Studies, Classical Studies, etc.

1. Pre-Employment Courses

Pre-Employment Courses were first introduced in 1977 for Vocational, Community and Comprehensive schools. These courses are intended for students who ordinarily leave school at the end of the compulsory period, but who, on having failed to gain employment, return to school in order to take a vocational course. The courses contain three elements: General Studies; Technical Studies and Work Experience. General Studies constitute 8 hours of work per week in Communications,

Social Mathematics, Industrial/Social Studies and Personal-Social Development. Technical Studies: modules are offered in Building Construction; Light Engineering; Vehicle Upkeep; Electronics and Electrical Industry; Cabinet-Making; Hairdressing; Office Procedures, Industrial Sewing, Retail Trades and Community Care.

RESULTS

Impact and Takeup of Pre-Employemnt Courses

Table 2 sets out relevant data regarding impact and takeup of PEC courses.

Insert Table 2 About Here

The findings suggest that a majority of comprehensive and vocational schools do not make provision for these PEC courses. This is unusual insofar as the newer comprehensive/Community schools were set up with precisely this remit in mind. Given that these developments are available to principals, then we might ask to what extent would they see these courses as desirable? We thus asked school principals if they would like to mount these courses in the future. Table 3 sets out the results.

Insert Table 3 About Here

These data indicate that among those schools not pursuing PEC courses, a large majority of school principals would be keen on introducing such courses. What is even more intriquing is the fact that despite the exclusion of these courses from Secondary schools, we find that principals of Secondary schools would welcome these courses. This underlines the concern with the escalating unemployment problem in Ireland and the need of the school to respond in an appropriate manner.

2. Applied Leaving Certificate Courses

Since 1970, the Department of Education has initiated a number of 'applied-type' Leaving Certificate programmes in accordance with Dr Hillery's early recommendations. These courses include: Technical Drawing, Economic History, Engineering Workshop Theory, Building Construction, Accountancy, Business Organisation, Home Economics, Agricultural Economics, and Mechanics. Takeup of these courses, by school type, are set out in Table 4.

Insert Table 4 About Here

The finding of Table 4 indicate that with the notable exception of Secondary Schools, these new 'applied type' Leaving Certificate courses are well-provided for in other schools. One does note that Secondary schools are keen on offering the 'university type' applied courses of Accountancy, Economics and Business Organisation. These schools are the university track schools and see their role largely in terms of preparing youngsters for third level education.

3. Computer Module in Maths/Classical Studies

Recently the Department of Education has introduced a number of courses into the curriculum viz. Computer Studies, Pastoral Care, Classical Studies, French Leaving Certificate, etc. The findings of the survey reveal that the Computer Module in Maths is the most popular of these "Classic-Centrist" innovations with 73% of Secondary schools responding (N=205) using the course; 56% of Comprehensives (N=9); 88% of Community schools responding reported usage of the Computer course (N=24) and 52% of Vocational schools (N=90).

4. Formal Curriculum Central Team-Type Projects

In this section of the paper the intent is to describe principals' familiarity with a number of national (centre-periphery) projects as well as takeup/usage (impact) levels of projects that have been funded and supported by official agencies external to the school viz. The Department or the Regional Curriculum Units at Shannon, Ballina and Trinity College (CDVEC). The research sought to establish the extent of dissemination of knowledge about the projects ideology, materials, etc. among school principals and to assess the relative effectiveness of Classic centre periphery projects in making themselves known to schoolmen. Keeping with survey procedures in Northern Ireland and the United Kingdom (Sutherland, 1981; Steadman, 1981) principals were asked to indicate their level of familiarity with projects on a special scale ranging from "I am unfamiliar" (1) to "I am currently involved" (5). Table 5 sets out these data.

Insert Table 5 About Here

It is important to stress that the City of Dublin VEC projects developed by the Curriculum Unit in Trinity College are only available to certain experimental programmes in Dublin City and are therefore, tightly controlled and directed toward certain target schools (unlike Schools Council Projects).In fact, the Department of Education will not allow their takeup by interested outside schools.

At this juncture it is important to distinguish those projects which have made an awareness impact on respondents from those which have not. Projects which have made least impact include: City of Dublin VEC projects Outdoor Education and Early School Leavers along with North Mayo's Education for Development. However, bearing in mind the warning bell which was sounded about the controlled dissemination of CDVEC projects, this may be expected. Some two-thirds of all respondents (N=505) had no knowledge of these three projects.

Without a doubt, the project which is most popular with principals is the Transition Year Project designed by the Department of Education with 93% of respondents claiming familiarity or usage of the project. The second most popular project in terms of awareness is Health Education, with 91% of those surveyed claiming knowledge about or usage of project ideas, materials, or processes.

Projects which a majority of principals are familiar with include: CDVEC Humanities Project; Health Education; I.T.E.'s Modern Languages; Irish Studies; Integrated Science (ISCIP); Shannon Environmental Studies (SESP); Shannon Project of Interventions for Relevant Adolescent Learnings (SPIRAL); and, Transition Year.

Romantic Mode In Irish Curriculum Development

By the romantic mode I refer to the grassroots model of curriculum change, devised and implemented by the school community. By school-based curriculum development we mean a project or experimental teaching scheme, originating in the school. It may involve a single school or combine the resources of a number of nearby schools. It could be concerned with the teaching of a particular subject, e.g. Local Studies in History. Alternatively, it might involve the trial and testing of new teaching strategies e.g. 'neutral chairmanship', role-playing, etc, or be organisational in nature, say, a restructuring of the pupils' day. In terms of subjects, it may take the form of some new subject e.g. Pastoral Care or Media Studies. Table 6 provides data on school-based curriculum development, by school type, since 1970.

Insert Table 6 About Here

The results of Table 6 indicate significant differences between different types of schools, for involvement in school based curriculum change. As might be

expected, extraordinary levels of involvement are reported by principals in Comprehensive and Community schools. Only 44% of Secondary and 33% of Vocational schools reported any school-based curriculum development over the past thirteen years.

It is instructive to note the nature of SBCD regarding subjects and activities developed. Table 7 indicates the different type of experimental projects by school type in the Republic of Ireland. Secondary (N=137) schools reported being involved in some 174 separate development projects at local level, while Comprehensive schools (N=12) reported 15 projects; Community schools (N=11) reported 32 separate projects and Vocational Schools (N=44) reported 53 ongoing projects.

Insert Table 7 About Here

By far and away the most popular of the nine areas of curriculum development mentioned by principals: Pastoral Care, Health Education, Media Studies, Foundation Year, Remedial-Special Education, Enrichment-type Junior Cycle courses (Integrated Studies), Social Education, Organization of curriculum viz. Transition Year, Extra Year; Team Teaching; was Pastoral Care. Some 43% of Secondary, 25% of Comprehensives; 50% of Community and 38% of Vocational schools mentioned Pastoral Care. Other areas receiving significant support are: Team Teaching and Health Education.

The research also examined the extent of involvement with other schools. The results suggest something of a mixed situation. About 40% of Vocational and Community schools reported that other schools were involved in the SBCD scheme, while one-third of Secondary schools (N=249) and 30% of Comprehensives were cooperating with nearby schools in developing curricula. Roughly one-third of all respondents from all types of schools claim no outside involvement and a further one-third admit that they 'dont know' of outside involvement.

Dimensions of School Based Curriculum Development: the Correlational Analysis

In this section the purpose is to examine the relationships existing among a number of antecedent, school situational and background variables with school-based curriculum development. The antecedent variables included support for curriculum development (9 variables, cf. Figure 1) . Situational variables included constraints from community, teacher and pupil sources. Finally a number of demographic and background variables were correlated with school based curriculum development activity.

The Variables

CATEGORY	NUMBER	DESCRIPTION
Dispositional-Support	9	Support From Principal; Short Inservice Courses; Teacher Release; Staff-Department Meetings; Curriculum Materials; Teacher Planning Meetings; Educational Printed Matter; Advice of Inspectors.
Situational-Constraints	12	Examination System; Financial; Lack of Inservice; Lack of Teacher Commitment; Lack of Time; Organisation of School; Lack of Parental Support; Lack of Resources; Rules for Schools; School Management; Teachers' Knowledge/Skills; Pupil-Teacher Ratio.
Demographic	2	Age; Sex of Principal
Background	8	School Type; School Size; School Gender; Geographic Location; Number of Teachers; School Management.

Table 8 sets out product moment correlations between antecedent, dispositional-constraints and demographic/background variables with school based curriculum development.

Insert Table 8 Here

RESULTS

All Schools

When the correlations for the all schools column are noted, the highest correlations are with 'number of full time teachers' (r=.32) and 'size of school' (r=.28). The next highest correlations are with 'teacher planning meetings' (r=.20) and 'staff-department meetings' (r=.14).

Among background variables, school based curriculum development correlates most highly with 'geographic location of school' (r=.16) and 'religious school management' (r=.12). One demographic variable ' sex of principal' registered a significant correlation at (r=.14). Thereafter, the all schools analysis showed modest correlations with 'examination system' (r=.09) and 'school gender (r=.09).

When the pattern of correlations takes school types into account we find high correlations with school based curriculum development and Secondary schools on the following variables; 'sex of principal' (r=.40); 'religious school management' (r=.50); and 'type of school' (r=.-44).

Vocational schools weigh in heavily on the following; 'type of school' (r=.46); 'lay management' (r=.43) and 'sex of principal' (r=.21).

Community and Comprehensive schools register high correlations on 'size of school', 'number of staff' and 'school management'.

These data suggest that school-based curriculum development appears to be most strongly associated with 'size of school'; 'school management', 'type school', 'number of full time teachers' and 'teacher planning meetings'. In the following section of this paper selected variables which have been shown to correlate highly with school-based curriculum development will be entered into a regression solution designed to illuminate the best predictors of the romantic mode of curriculum development.

School-Based Curriculum Development: Progress and Prediction of the Romantic Mode

Selected Variables

The purpose of this section is to examine how a selected number of situational and background variables predict involvement in school based curriculum development. The analysis which follows is a step-wise multiple regression analysis (Nie, et al 1975) which permit considerable control over the inclusion of variables (independent or predictor variables) with a criterion, or dependent variable (SBCD). Multiple regression will enable one to analyse the relationship as a descriptive tool by which the linear dependence of one variable is decomposed and interpreted. Secondly, it will serve as an inferential tool by which relationships with the dependent variable may be predicted within a multivariate context.

The results of the step-wise multiple regression analysis in which school-based curriculum development was the criterion, are presented in Table 9. The order

Insert Table 9 Here

of entry of the predictor variables into the regression equation is indicated by the numbers 1-10 which precede the variables for each of the four types of school as well as for the all groups analysis. Variables were selected for analysis only if its correlation with the criterion was equal to or greater than $\pm$ .20 for any group.

The first thing to observe from Table 9 is how little variation is explained for all groups. In no case does it rise to 31% of the variation in the dependent variable.

For Secondary respondents, 'School Management' when entered first, is seen to account for more than 25% of variation in the criterion. When 'Lay Management' and 'School Type' are entered, the total variation rises to 28.35%.

Around one-third of variation in the criterion variable is explained by the Secondary school analysis; One-quarter of variation is accounted for in the case of Vocational institutions and slightly less than one-fifth of the variation in the criterion for Community/Comprehensive schools.

For all schools, 'Number of Full-Time Staff' when entered first, weighs in heaviest, accounting for some 11% of the variation in school-based curriculum development. 'Teacher Planning Meetings' and 'School Management' variables make modest but noticeable additions.

Within the step-wise model, 'Religious School Management', 'Type of School', and 'Number of Full-Time Staff' make the largest contributions toward predicting school-based curriculum development.

Table 10 presents a summary review of the regression equation at the stage when all predictor variables have been fed into the equation. The Beta weights give one a ready reckoning of the extent to which individual variables from the total set contribute toward prediction. Equally, they also serve to identify those variables which make little or no contribution.

Insert Table 10 About Here

For all groups, the best predictor of school based curriculum development is 'Lay School Management', followed by 'Type of School', which weighs in heavily for Secondary, Comprehensive and Vocational schools. Thereafter, 'Religious School Management' makes a significant contribution toward prediction.

Despite their correlational significance, 'Sex of Principal' , 'Management Control', 'Number of Staff' and 'School Gender Composition" make only slight contributions toward prediction. The remaining variables make insignificant contributions.

The regression analysis shows that the two best predictors of school-based curriculum development are 'Lay Management' and 'Type of School".

DISCUSSION

This paper has described recent curriculum development in Irish post-primary education. During the past thirteen years curriculum development has become established and institutionalised, although it has taken two divergent paths. The first strategy has been characterised by a 'top-down' model of curriculum change and has been initiated by agencies external to the school. I have referred to this as the 'Classic-Centrist' model. The second strategy has originated from within schools and I have referred to this as the 'Romantic-Decentralist' model, which also flys under the flag of 'school-based curriculum development'.

It has been argued that the Classic model views curriculum development as a science and has been largely concerned with updating the knowledge component of various disciplines and specialist subjects and with an increasing emphasis on material production and the creation of 'teacher-proof' curricula. This model is 'curriculum as technology' and uses the Research, Development and Diffusion paradigm as its operational procedure. Scarce resources have been plowed into central team development and materials production rather than teacher development. In terms of Irish curriculum making, the Classic mode has stressed the need for a scientific and technological perspective through a whole host of innovatory courses such as Pre-Employment, Applied Leaving Certificate courses in Technical subjects, Electronics and Computers in classrooms. An interesting aside is that the Government Department of Education has promised a computer for every school in 1981. Furthermore, a Curriculum Unit of the Government Department was formally established in 1977 with a brief for establishing norms of attainment in subject areas and to evaluate innovatory curriculum projects such as the City of Dublin V.E.C. programmes being developed at the Curriculum Development Unit, Trinity College Dublin. Assessment of performance, competency based teaching and testing along with accountability are the watchwords of the eighties for the Classic model.

When we review the impact and takeup of various classic curriculum developments we find that while Applied Leaving Certificate courses have been well-provided for in schools, the Pre-Employment courses have not 'taken-off' with teachers and with the absence of a clear dissemination policy the dozen formal centre-periphery type projects have made only the slightest impact on schools.

In considering the effects of the Romantic model, the data suggests that Comprehensive and Community schools have enjoyed a significant amount of school-based curriculum development, particularly in terms of Pastoral Care Programmes, Health Education and Team Teaching enterprises. The data also show that less than half of Secondary and around one-third of Vocational schools have undertaken any school-based curriculum development work.

Correlational and step-wise multiple regression analyses indicate that the best predictors of school-based curriculum development are 'Lay Management Structure' and 'School Type'.

The arguments for the Romantic model have been enhanced by recent government decisions to set up a Curriculum and Examinations Board which has arisen out of increasing concern over the powerful influence of the system of public examinations on the curriculum. It has been argued that the Romantic model would be best as it would allow for schools to respond to regional and socio-economic conditions in curriculum making. It also allows teachers and others with an educational responsibility greater freedom and autonomy in terms of curriculum decision-taking. It thus approximates Pearse's Romantic vision for education in the New Ireland.

This study has provided curriculum data from the unique perspective of the school principal, who arguably is the 'gatekeeper' through which resources and decisions must flow. Educational and curriculum research has been extremely lacking in Ireland. There is a paucity of quantitative empirical curriculum base-line research in Ireland. Research and curriculum development must serve to inform one another. We need good studies of teachers' cognitive beliefs related to curriculum development; more data is needed about the forms of pupil assessment in a decentralised system as well as the complexities of 'action-research' and curriculum dissemination, which is still in its infancy.

When pressure for greater teacher freedom and responsibility rises, as it inevitably must, then proponents of the 'Romantic -decentralist' model, and much else besides, will be carried along in the giant leap forward.

A curriculum ought to prepare one for living. As a boy seaman I worked in the romantic mode by shipping aboard a tramp coffee freighter on what was referred to as the 'Romance Run'-the trip between New York to Rio de Janeiro and round the 'Horn' to Valparaiso. As a grown man I labour in the classic mode as an educational researcher and social scientist in a large Irish university. I have known the

romantic and the classic and having a romance is definitely more exciting.

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Table 2 Provision of Pre-Employment Courses By Type of School

Course Offered	Type School Secondary (N=311)	Comprehensive (N=10)	Community (N=32)	Vocational (N=141)
Yes	—	40%	60%	43%
No	100%	60%	40%	57%

X^2 = 134.62, 3df, p < 001

Table 3 Principals' Desire To Implement Pre-Employment Courses in Future By School Type

	Type of School Secondary (N=277) %	Comprehensive (N= 5) %	Community (N=13) %	Vocational (N=75) %
Yes	64.3	60.0	76.9	77.3
No	35.7	40.0	23.1	22.7

X^2 = 5.26; 3df; P < 0.15 (N.S.)

Table 4 Provision of Applied Leaving Certificate Programmes By School Type (1982)

Course Offered?	YES				NO			
	Sec. %	Compre. %	Com. %	Voc. %	Sec. %	Compre. %	Comm. %	Voc. %
1. Technical Drawing (N=444)	35.1	91.7	96.8	93.4	64.9	8.3	3.2	92.6
2. Economic History (N=356)	15.7	40.0	17.6	7.4	84.3	60.0	82.4	92.6
3. Engineering Workshop Theory (N=408)	4.5	90.9	89.3	81.7	95.5	9.1	10.7	17.3
4. Building Construction (N=414)	14.5	90.9	92.9	82.7	85.5	9.1	7.1	17.1
5. Accountancy (N=450)	79.3	90.9	96.6	82.7	20.7	9.1	3.4	17.1
6. Business Organisation (N=452)	80.1	81.8	96.6	86.1	19.9	18.2	3.4	13.9
7. Home Economics (N=427) (Scientific/Social)	67.4	90.0	93.1	67.0	32.6	10.0	6.9	33.0
8. Home Economics (N=425)	51.5	70.0	82.6	71.0	48.5	30.0	17.4	29.0
9. Agricultural Economics (N=339)	5.6	20.0	6.3	12.3	94.4	80.0	93.8	87.7
10 Economics (N=411)	66.0	72.7	81.5	57.1	34.0	27.3	18.5	42.9
11 Mechanics (N=319)	0.4	12.3	15.3	1.3	99.6	87.7	84.7	98.7

Table 5 Principals' (N=505) Familiarity With Formal (Centre-Periphery Style) Curriculum Projects

Project	Unfamilar %	Heard of Project %	Used Materials %	Been Pilot School %	Currently Involved %
1. Dublin Humanities (C.D.U.)	32.2	55.9	8.5	0.7	2.8
2. Early School Leavers (C.D.U.)	60.3	34.3	3.7	-	1.6
3. Education for Human Development (EEC/MAYO)	64.7	31.8	1.9	1.2	0.5
4. Health Education (H.E.B.)	8.8	42.7	37.6	3.0	7.9
5. Instituid Teangeolaiochta Eireann (I.T.E.)	39.9	45.5	10.4	1.2	3.0
6. Irish Studies (D.O.E.)	32.3	57.6	8.3	1.4	0.5
7. Integrated Science ISCIP (C.D.U.)	44.7	39.0	11.7	1.1	3.4
8. Nua Chursa Gaeilge (D.O.E.)	32.9	49.9	13.0	3.3	0.9
9.Outdoor Education (C.D.U.)	67.6	26.4	3.6	0.5	1.9
10 Social and Environmental Studies (Shannon)	25-5	60.8	9.2	2.5	2.0
11.Shannon Project of Interventions (SPIRAL)	44.7	44.7	5.7	1.1	3.7
12 Transition Year (D.O.E)	7.0	78.9	9.2	1.5	3.5

Table 6 Participation In School-Based Curriculum Development By School Type

	Secondary (N=307) %	Comprehensive (N=12) %	Community (N=30) %	Vocational (N=134) %
Yes	44.6	91.7	80.0	32.8
	55.4	8.3	20.0	67.2

$X^2 = 33.455$; 3df; $P < .001$

Table 7 Type of School-Based Curriculum Development Project By Type of School

	Secondary (N=137)	Comprehensive (N=11)	Community (N=24)	Vocational (N=44)
Pastoral Care	60	3	12	17
Health Education	21	2	4	3
Media Studies	18	0	1	1
Foundation Year	6	1	4	2
Remedial Education (Special Ed)	11	0	2	8
Enrichment Type Jr Cycle (Integrated)	20	3	5	3
Social Education	7	2	3	3
Three Year Leaving Certificate/Transition Yr	10	1	0	3
Team Teaching	21	3	1	13
Total No. Projects	174	15	32	53

Numbers indicate number of projects in different type schools.

Table 8 Pearson Product Moment Correlations Between School-Based Curriculum Development and Selected Antecedent, Situational and Background Variables

VARIABLE (Category)	Secondary (N=137)	Comprehensive (N=11)	Community (N=24)	Vocational (N=44)	All Schools (N=216)
DISPOSITIONAL:					
Principals' Support	04	00	04	01	06
Inservice Courses	07	-01	02	-05	03
Teacher Release for Third Level Study	03	00	02	-03	02
Staff-Department Meetings	13	01	08	-03	14
Inter-School Meetings	-07	-07	06	00	-05
Curriculum Materials	04	02	05	03	09
Teacher Planning Meetings	13	02	09	04	20
Educational Books/Journals	03	-03	04	00	04
Advice of Inspectors	00	-02	03	-06	03
SITUATIONAL:					
Examination System	00	00	07	03	09
Financial-Costs	09	-02	-08	-12	-01
Lack of Inservice	01	-01	03	-02	-01
Lack of Teacher Commitment	-02	03	00	-04	-03
Lack of time to implement	02	02	03	03	-03
School Organisation	01	-05	-05	-04	-05
Lack of Parental Support	-04	02	03	-06	-05
Lack of Resources	03	-04	-04	-09	-05
Rules & Programmes Schools	02	-02	02	-03	00
School Management	-05	-06	-01	00	-06
Lack of Teacher Knowledge and Skills	05	-04	01	-04	02
Teacher-Pupil Ratio	07	-02	01	-12	00
DEMOGRAPHIC-BACKGROUND:					
Type of School	-44	00	16	46	-07
School Gender	-14	08	18	19	09
Size of School	13	12	21	05	28
Geographic Location	12	00	04	05	16
No. Full Time Teachers	12	16	28	07	32
No. Part Time Teachers	08	-01	-00	15	15
Sex of Principal	-40	08	15	21	14

Table 8 Continued

VARIABLE	Secondary (N=137)	Compreh. (N=11)	Comm. (N=24)	Voc. (N=44)	All Schools (N=216)
School Management (Rel/Lay composite)	-37	16	20	36	00
Religious School Management	50	-15	-22	-31	12
Lay School Management	-43	11	19	43	-02
Age of Principal	-06	07	-02	-05	-08

Decimal points omitted

Table 9 Cumulative and Incremental Variation, In Percentages, For School-Based Curriculum Development

Variables	Secondary		Comprehensive		Community		Vocational		All Schools	
	Cum.	Incr.	Cum	Incr.	Cum.	Incr	Cum.	Incr.	Cum.	Incr.
1. Religious School Management	25.33	25.33 *	0.19	0.19	6.38	6.38 *	0.26	0.26	1.13	1.13 *
2. Type of School	26.48	1.15 *	3.86	3.67 *	6.43	0.05	21.50	21.25 *	1.45	0.32
3. Lay School Management	28.35	1.87 *	8.18	4.32 *	7.50	1.07	21.75	0.25	3.50	2.05 *
4. Teacher Planning Meetings On Curriculum Matters	29.23	0.88	8.36	0.18	8.08	0.58	21.82	0.07	5.79	2.29 *
5. Geographic Location of School	29.78	0.55	8.87	0.51	8.23	0.15	23.55	1.73 *	5.97	0.18
6. Sex of Principal	29.94	0.16	8.87	----	8.48	0.25	23.56	0.01	7.22	1.25 *
7. Management Control(composite)	30.04	0.10	11.77	2.90 *	8.52	0.04	23.60	0.04	8.23	1.01
8. Number Full Time Staff	30.09	0.05	14.40	2.63 *	16.42	7.90 *	23.60	____	18.97	10.74 *
9. Size of School	30.15	0.06	14.42	0.02	16.42	____	24.16	0.56	18.98	0.01
10 School Gender Composition	30.17	0.02	14.43	0.01	18.21	1.79 *	24.41	0.25	19.18	0.20

*Significant at or beyond the 0.01 level

Table 10 Regression Summary For School-Based Curriculum Development

Predictor Variables	Secondary		Comprehensive		Community		Vocational		All Schools	
	r	Beta	r	Beta	r	Beta	r	Beta	r	Beta
Religious School Management	50	46*	-15	-10	-22	-35*	-31	16	12	33*
Type of School	-44	-48*	00	-85*	16	08	46	46*	-06	-48*
Lay Management	-43	38	11	74*	19	-39	43	17	-02	60*
Teacher Planning Meetings	13	08	02	04	09	07	04	02	19	13*
Geographic Location	12	07	00	-08	04	-04	05	08	16	06
Sex of Principal	-40	-05			15	06	21	01	-14	00
Management Control	-37	05	16	09	20	04	36	04	00	11
Number Full Time Staff	12	06	16	16	28	32*			32	25*
Size of School	13	-04	11	02			05	08	28	01
School Gender Composition	-14	02	08	01	18	24*	19	-11	09	07
Per Cent Variation	30.1		14.4		18.2		24.4		19.1	

*Significant at or beyond the 0.01 level